

Oregon Title VI Community of Practice

Wednesday, November 20, 11AM-12PM

In the chat, please share

- your first and last name
- name of district ,ESD, or Tribe, and
- official Title VI Role - Project Coordinator, Authorized Official Representative, student liaison, etc.

Introductions and Role



Peer Community of Practice Leaders -

Gillian Murr - Portland Public Schools

Shelby Maerz - Salem-Keizer Public Schools

[Small District CoP Leader Wanted]

[Consortium CoP Leader Wanted]

Oregon Office of Indian Education Title VI Lead -

Stacy Parrish, Education Program Specialist II,
Proud Member of the Klamath Tribes (Yahooskin
Paiute)

A Challenge to You All –

Find ways to use your tribal language or the language of the local tribe in everyday conversation as much as you can.

Many of our ancestors only know the old language and using it – no matter our pronunciation or fluency – keeps them strong and able to hear us when we speak.

Today's Agenda -

Roll Call, Updates, and the Formula Grant Timeline

Checking In as a Community - US Government's Boarding School Apology Reflections



Teamwork Makes the Dreamwork - Throwing Your Blanket Over a Chair; Save Your Spot at the Table for Integrated Guidance

Community of Practice Shared Folder - Update it Regularly and Contact List

Title VI Intro and Check In with Three Awardees



In September we heard from Coquille SD, Klamath County SD, and David-Douglas. In October we heard from Willamette ESD, North Bend SD, and Lincoln County.

Let's get to know three of you better...

- If your district, consortium, or tribe has not already shared out, unmute and tell us your...

★ **Name**

★ **Tribes you “Meaningfully Collaborate with” for Title VI**

★ **Your role** with Title VI

★ **Years** in the role

★ **Come to me if you want help with...**

Quick Updates from the EASIE Website

The US Department of Education has a NEW registration process.

[Title VI Formula Grant Program Registration Toolkit FY 2025-2026](#)

“Registration for school year FY 2025-26 opened Monday, November 4, 2024, and will remain open until Friday, December 6, 2024, at 11:59 p.m., ET.

Each year, OIE EASIE applicants *are highly encouraged to update their entity and contact information for the upcoming application cycle.*

To ensure proper EASIE contact updates are collected, entities should be mindful that the individual submitting the EASIE Registration response has the authorizing authority to do so because the main Point of Contact, Project Director, and Authorized Official Representative registered will be provided EASIE access for Parts I & II.

The purpose of OIE EASIE Registration is to ensure that the correct entity information is pre populated into the EASIE Part I application.

The EASIE Registration process does not serve as a grant application but gives the applicant an opportunity to update contact information.”

Oregon Department of Education

TITLE VI FORMULA GRANT PROGRAM REGISTRATION TOOLKIT FY 2025-26



Wait - What?

- If you were emailed a link from the US Department of Education, click on it. Then, verify and update your info.
- If you have an award and didn't get a link, ask another staff member who might have gotten the link.
- If you didn't get a link or don't have anyone to ask, call the Partner Support Center.

Quick Updates

- The US Department of Education Office of Indian Education released the public-facing list of FY24-25 Awardees for Title VI Indian Education. [Visit the website](#) and toggle to “Awards” to learn more about all awardees.
- ODE publishes our own public-facing list, which is **more comprehensive**. It can be found on our Title VI website and on our Tribal Consultation website. [View it here](#).

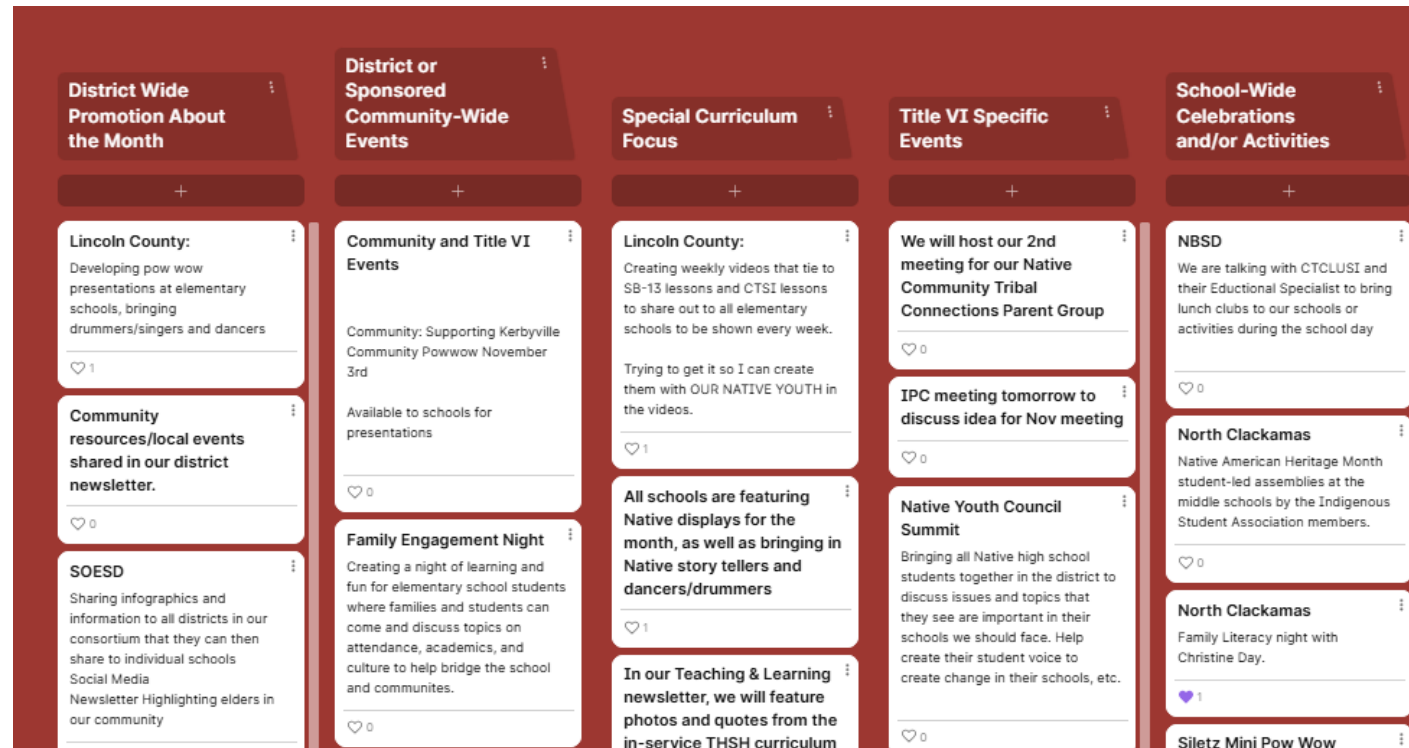
Have a list of technical questions?

EASIE Title VI Office Hours with the US Department of Education -

- These new technical assistance sessions, which are intended to allow prospective and current grantees to receive direct support from their assigned OIE Program Officer via breakout sessions during the event.
- Register for all sessions in the series or select specific sessions to attend by completing the [WebEx Registration Form](#).

Continue contributing to this Padlet —

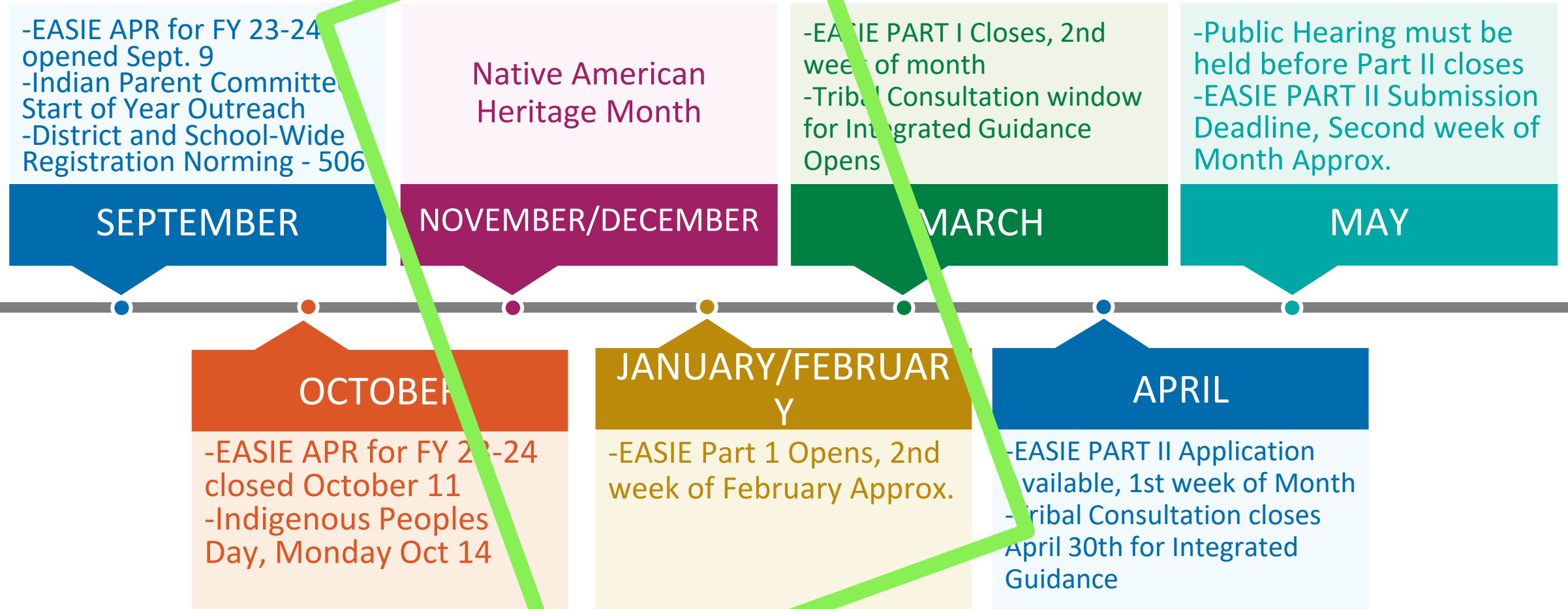
[Open the Padlet](#) and click on the + to add events and initiatives your district has planned for Native American Heritage Month.



To Do List -

- ✓ Save Your Spot - Integrated Guidance
- ✓ 506 Form collection process
- ✓ Indian Parent Committee Planning

General Formula Grant Timeline



This is a general visual of the Title VI school year timeline. All LEAs and LEA-Cs should adhere to all published DOE timelines to plan their efforts.

Checking In as a Community



US Government's Boarding School Apology Reflections

Secretary Deb Haaland - Introduction



On October 25, 2024 President Joe Biden delivered his now [historic speech](#) at the Gila Crossing Community School in Laveen Village, Arizona, formally apologizing for the role of the federal government in the mandated removal of children from their families and tribes launching one of the most horrific chapter's in American History, the Federal Indian Boarding school era. Addressing the nation, he said, **"After 150 years, the United States government eventually stopped the program, but the federal government has never — never — formally apologized for what happened until today. I formally apologize as president of the United States of America, for what we did. I formally apologize. And it's long overdue."**

[Federal Indian Boarding School Initiative](#)

[First Volume](#) - Published May 2022

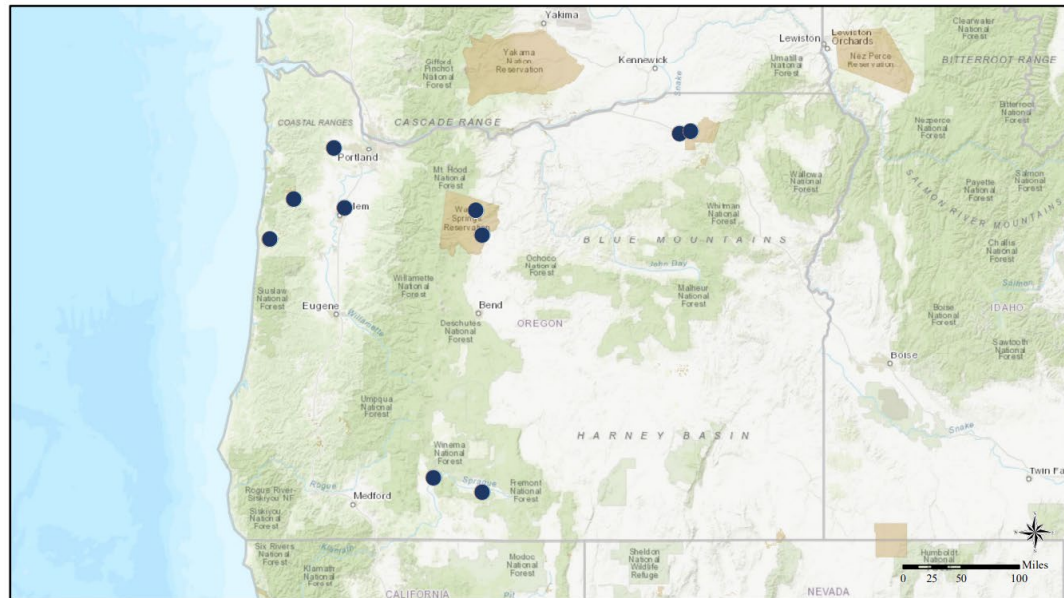
[Second and Final Volume](#) - Published July 2024

[Oregon Tribal Members Reveal Painful Past from Country's Boarding School Policy, as Biden Issues Apology - OPB](#)

Ten Boarding Schools Identified in the Report

Federal Indian Boarding School Sites Identified In Oregon

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U.S. Department of the Interior
Federal Indian Boarding School Initiative

**Number of Federal Indian
Boarding School Sites - 10**

Note: An individual federal Indian boarding school may account for multiple sites as some schools changed locations over time. This map represents federal Indian boarding school sites identified as of January 1, 2024.

Service Layer Credits: The National Geospatial Data Asset by the U.S. Census Bureau is displayed with American Indian Reservations, Federally Recognized Tribal Entities, and Alaska Native Villages, and other data by Esri, HERE, Garmin, Intermap, increment P Corp., GEBCO, USGS, FAO, NPS, NRCAN, Geobase, IGN, Kadaster NL, Ordnance Survey, Esri Japan, METI, Esri China (Hong Kong), (c) OpenStreetMap contributors, and the GIS User Community.

Chemawa Indian Training School
Forest Grove Indian Training School
Grand Ronde Boarding School
Kate Drexel Mission Boarding School
Klamath Agency Boarding School
Siletz Boarding School
Simnasho Boarding and Day School
Umatilla Boarding and Day School
Warm Springs Boarding and Day School
Yainax Indian Boarding School

Group Reflection



The following questions have been adapted from the [National Native American Boarding School Healing Coalition middle school curriculum](https://www.boardingschoolhealing.org/curriculum).

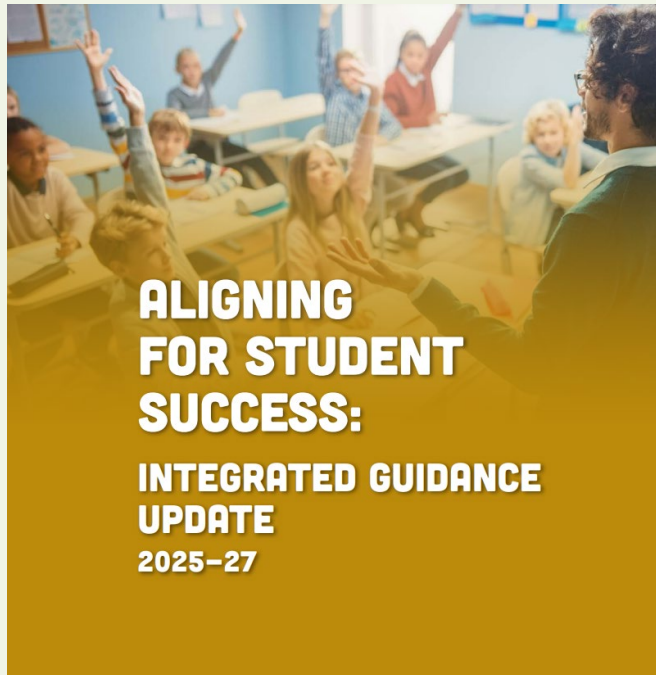
- What feelings are coming up for you?
- What are the implications on us **as a Nation** to be asked to “now know” Native history?
- What does it mean for us as educators to reckon with the acknowledgement that “federal policies were set out to break us, obtain our territories, and destroy our cultures and our lifeways”? (Asst. Secretary of the Interior for Indian Affairs, Bryan Newland, Ojibwe)
- What should/Why should educators be taught about American Indian boarding schools moving forward?
- What should/Why should students be taught about American Indian boarding schools moving forward?
- What does healing look like in your District? What does it look like in your Title VI program?

Teamwork Makes the Dreamwork



Throw your Blanket Over a Chair;
Save your Spot at the Table

Leveraging Title VI Efforts to Impact District Improvement

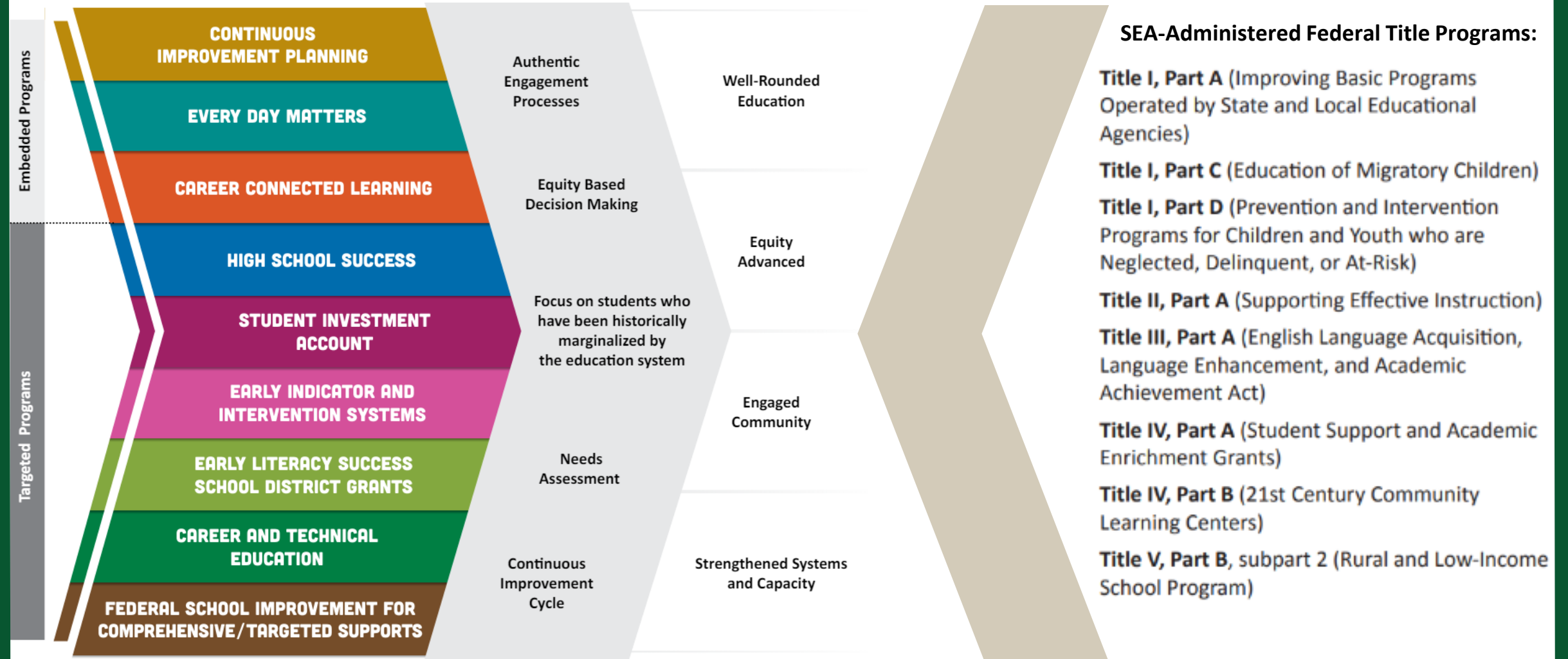


[Integrated Guidance](#) Window Opens March 1 and Closes April 30

“This guidance now integrates nine programs or initiatives. Bringing these programs together operationally creates significant opportunities to improve outcomes and learning conditions for students and educators. (7)

The headline is that students, communities, educators, school leaders, and postsecondary, business, and industry partners have the opportunity and responsibility to plan and integrate these programs and funding streams in a way that improves the well-being, health, climate, quality of instruction, and outcomes for each and every student in Oregon **with dedicated attention to focal student groups.** (8)”

Title VI Indian Education Formula Grant Purpose



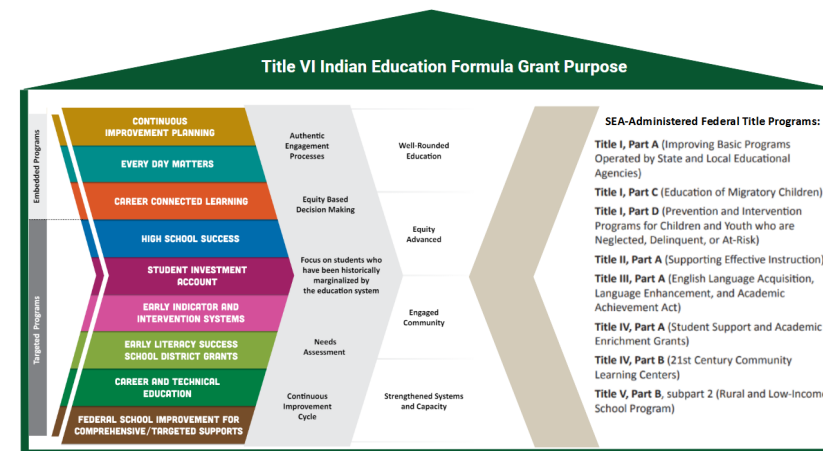
It is all connected. We are all connected.

Title VI Indian Education, SEC. 7421, PURPOSE

It is the purpose of this subpart to support the efforts of local educational agencies, Indian tribes and organizations, and other entities in developing elementary school and secondary school programs for Indian students that are designed to–

1. meet the unique cultural, language, and educational needs of such students; and
2. ensure that all students meet the challenging State academic standards.

[Title VI Part A Indian Education Legislation](#)



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Title VI Indian Education, SEC.7424, Assurances

(c) Assurances

Each application submitted under subsection (a) shall include assurances that—

(1) the local educational agency **will use funds received under this subpart only to supplement the funds** that, in the absence of the Federal funds made available under this subpart, such agency would make available for services described in this subsection, and **not to supplant such funds**;

(2) the local educational agency will prepare and submit to the Secretary such reports, in such form and containing such information, as the Secretary may require to—

(A) carry out the functions of the Secretary under this subpart;

(B) determine the extent to which activities carried out with funds provided to the local educational agency under this subpart are **effective in improving the educational achievement of Indian students served by such agency**, and meet program objectives and outcomes for activities under this subpart; and

(C) determine the extent to which such activities by the local educational agency address the unique cultural, language, and educational needs of Indian students;

(3) the program for which assistance is sought—

(A) **is based on a comprehensive local assessment and prioritization of the unique educational and culturally related academic needs of the Indian students for whom the local educational agency is providing an education**;

(B) will use the best available talents and resources, including individuals from the Indian community; and

(C) was developed by such agency in open consultation with parents of Indian children and teachers, representatives of Indian tribes on Indian lands located within 50 miles of any school that the agency will serve if such tribes have any children in such school, Indian organizations, and, if appropriate, Indian students from secondary schools, including through public hearings held by such agency to provide to the individuals described in this subparagraph a full opportunity to understand the program and to offer recommendations regarding the program;

Ensuring the Voices of Tribes, Students, and Families are Heard

Awardees \$40K or More

As a state requirement, all affected school districts (those receiving \$40K or more for their award, including those districts who are part of a consortium receiving \$40K or more) must engage in Tribal Consultation with all local tribes prior to submitting their Integrated Guidance Plan.

All Title VI Awardees

Any district who receives a Title VI Indian Education Formula grant or any district who is a part of a consortium who receives the grant, should consider engaging in the Needs Assessment process with

- the Indian Parent Committee
- and/or with tribal students served by Title VI Indian Education

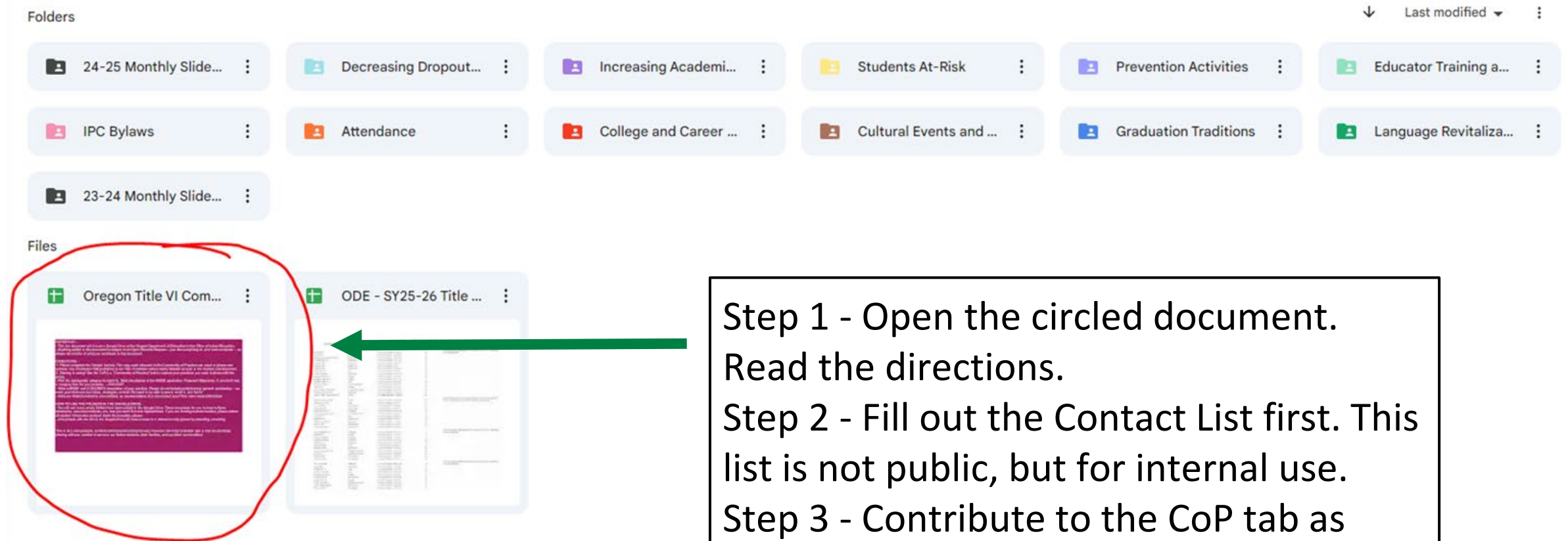
in order to listen intently with this high priority focal group in the district.

Reflection - In what ways does your school district include Title VI families and students intentionally in their Integrated Guidance planning? OR
What are ways you can advocate for Title VI families and students to be intentionally included in creating this plan given your District's context and your leadership style? What additional training will your families and students need to prepare for these conversations?

Community of Practice Shared Drive



Please bookmark the link to the folder dropped in the Chat. We will not be posting it here, because these slides are shared publicly.



Step 1 - Open the circled document.
Read the directions.
Step 2 - Fill out the Contact List first. This list is not public, but for internal use.
Step 3 - Contribute to the CoP tab as much or little as you like!

Contact Stacy Anytime

Stacy Parrish, Education Program Specialist II

Email - stacy.parrish@ode.oregon.gov

Book an Office Hours -

[Book time with STACY PARRISH * ODE](#)

Text/Call - 971-208-0270

I am available for things like...

- Indian Parent Committee Training
- “Advocating Up” Help
- Data Analysis Work / Data Systems
- ESD Consortium Support
- Tribal Consultation and Improving Tribal Relations Help/Coaching